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ABSTRACT

An annotated listing of 72 Ph.D. dissertations from the University of Chicago on topics related to reading and the teaching of reading is presented. Annotations were obtained from (1) the authors, (2) the Department of Education's "Annotated List of Ph.D. Dissertations January, 1936 through June, 1951," and (3) current members of Lambda Chapter, Pi Lambda Theta. The listing is alphabetical by author and covers the time period beginning with William S. Gray in 1916 and continuing through 1969. (DF)

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ANNOTATED LIST
OF PH.D. DISSERTATIONS IN READING
1916 - 1969

The University of Chicago
Department of Education

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RE003 149

Lambda Chapter
Pi Lambda Theta

EDO 45307

ANNOTATED LIST
OF PH.D. DISSERTATIONS
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PREFACE

This is an annotated listing of 72 Ph.D. dissertations written on a diversity of topics related to reading and the teaching of reading. The earliest one, written in 1916 by William S. Gray, began a progression of a wide range of interest and creativity and pointed to growth in scholarly interest and research sophistication.

Helen M. Robinson, William S. Gray Professor of Reading at the University of Chicago, served as faculty advisor to Lambda Chapter of Pi Lambda Theta for over twenty years. When she took early retirement in 1968, the members of that chapter assumed this project as a mark of honor and gratitude to her and as a symbol of her professional service.

The plan for processing these brief annotations involved 1) using those prepared by the authors whenever they were easily secured, 2) using those available in our Department of Education Annotated List of Ph.D. Dissertations January, 1936 through June, 1951, 3) securing annotations prepared by current members of Lambda Chapter. Such a plan would and did produce some variety in style. Other variations are the result of the amount of information we have. For instance, the dissertation committee with the chairman's name underlined is so indicated whenever such information is available.

Information on the availability of these dissertations may be obtained from the Education Library at the University of Chicago.

May 1970

THE UNIVERSITY OF CHICAGO

PH.D. DISSERTATIONS IN READING
1916 - 1969

1. Andresen, Oliver S. (Robinson, Hartung, McCaul) The Significance of Profundity in Literary Appreciation, 1967. This study tested whether high school students who were instructed to evaluate the profundity of themes in literature would thereby enhance their literary appreciation skills. The results indicated that this instructional method is somewhat helpful for girls.

2. Austin, Martha Lou. (Robinson, Rehage, Wepman) Listening Comprehension, Auditory Discrimination, and First Grade Reading Achievement, 1969. Investigating the relationships of listening comprehension and auditory discrimination to first grade reading achievement, the researcher found a specially constructed test of listening comprehension more useful in predicting reading achievement than a test of mental ability. No statistical differences were found when comparing scores of girls and boys.

3. Barr, Rebecca. (Robinson, Lighthall, Weintraub) The Influence of Feedback in the Improvement of Reading Rate at the College Level, 1968. Two feedback conditions for giving information to college students during reading rate training were compared as to 1) the amount of improvement that occurred during instruction, 2) the pattern of the increase, and 3) the retention of gains measured after a given interval.

Bayle, Evalyn Belle. see Kinkead

4. Booker, Ivan Albert. (Gray) The Measurement and Improvement of Silent Reading Among College Freshmen, 1934. This study investigated the general level of reading ability among 664 college freshmen using a battery of silent reading tests constructed by the author. Remedial reading instruction was given to a group of sixteen poor readers who were identified by the tests.

5. Bougere, Marguerite. (Robinson, Hodges, Weintraub) Selected Factors in Oral Language Related to First-Grade Reading Achievement, 1968. The study investigated the relationship between first-grade reading achievement and certain measures of volubility, syntactic control and flexibility, and extent and diversity of vocabulary. It was found that syntactic and vocabulary measures were not closely related to first-grade reading achievement, that the Metropolitan Readiness Test was a better predictor of group performance, but that the addition of the experimental linguistic predictors improved the predictive value of the Metropolitan test in several areas.

6. Buswell, Guy Thomas. An Experimental Study of the Eye-Voice Span in Reading, 1920. This study examined 1) the differences in the width of eye-voice span in subjects in different grades and in high school, 2) the variation in the width of the span in different parts of the sentence, and 3) the relationship of the width of eye-voice span to rate of reading, number of fixations, and regressions.

7. Calhoun, Newton. (Lighthall, Halstead, Robinson) An Analysis of Components of Visual Perception among Children and the Development of a Screening Test, 1965. Motivated by an interest in the effect of perceptual differences on early academic development, the researcher constructed a group screening test of visual perception skills for administration to first grade children. Factor analysis and analysis of variance were used to show interrelationships of perception with variables of intelligence, areas of academic study, age and sex, and with other measures of behavior.

8. Cavins, Lorimer Victor. A Study of American Poems by Means of Standardized Tests for the Purpose of Grading Such Selections for School Use, 1923. This study investigated the relative difficulty in comprehension of certain standard selections of American poetry by developing two tests, "Central Thought" and "Question," and administering them to groups of fifth through eighth graders.

9. Clark, Geraldine Lari. (Robinson, Gray, Gordon, Asheim) A Comparative Study of the Fictional Reading of Negro College Freshmen and Seniors, 1956. Using data concerning sex, stimuli, values, and the amount of reading done, Clark found that the stimuli for choices, the nature of materials, and the values derived from reading did not change with academic progression, although the amount of fiction read was negatively correlated with it. Through content analysis, the author determined that women, reading more than men, read romance while men preferred suspense stories.

10. Clarson, James Willis. The Ability of High-School Students in Silent Reading and Its Correlation with Achievement in High School Subjects, 1928. This study related ability in silent reading to achievement in high school studies for approximately 3,000 students from 29 high schools in Arizona. Non-academic factors contributing to achievement in high school were also discussed.

11. Coleman, Mary Elisabeth. (Gray, Corey, Herrick) Trends in the Development of Comprehension Throughout the Elementary Schools, 1945. The aim was to determine the essential aspects of reading comprehension, their measurability, interrelationship, and development through the elementary grades. A reading comprehension test was developed.

12. Courtney, Brother Leonard. (Robinson Hartung, Wright) The Relationship Between the Oral and Silent Reading of College Students, 1964. The study sought to establish the patterns of relationship between the oral and silent reading of college students. It extended use of the revised Gray Oral Reading Tests to college students, verifying and amplifying findings through selected case studies. A reliable, if modest, relationship was noted between the oral and silent reading of these college students.

13. Crossen, Helen Jameson. (Gray, Corey, Tyler) Effect of Attitudes of the Reader upon Critical Reading Ability, 1946. The relationship between ability of pupils to read critically about a given topic and their attitude toward that topic was studied. Data were derived from tests constructed to measure critical reading and to appraise attitudes.

14. Davis, Vincent Alexander. The Literature of Advanced School Readers in the United States 1785-1900, 1934. Analyzing 982 readers, this study performed a historical survey of the literature of advanced school readers and evaluated the literature found.

15. Derrick, Clarence. (Gray, Anderson, Holzinger, Hartung, Rehage, Robinson, Adler) Three Aspects of Reading Comprehension as Measured by Tests of Different Lengths, 1953. This research studied the effects of varying lengths of reading selections on comprehension and the relationship among three aspects of reading comprehension: ability to answer factual questions, to read between the lines, and to make critical judgments. No statistically significant differences were found among those three aspects or in comprehendability of passages of varied length.

16. Douglas, Oscar Berry. (Freeman, W.S. Gray, C.T. Gray, Judd, Buswell) The Relation of Peripheral Vision to Reading, 1928. The relationship between the use of peripheral vision and the speed of reading was analyzed. Eye movement photographs were taken while twelve advanced graduate students read material in units of different sizes thus requiring different degrees of peripheral vision.

17. Fareed, Ahmed A. (Robinson, Rehage, Weintraub) Interpretive Responses in Reading History and Biology, 1968. Introspective-retrospective verbalizations of a sample of sixth-grade pupils to two equated reading passages from the two content areas were analyzed quantitatively and qualitatively. The overall patterns of the readers' verbalizations were also related to a number of selected variables.

18. Gilbert, Luther Calvin. An Experimental Investigation of Eye Movements in Learning to Spell Words, 1931. Eye movements of good and poor spellers in grades three through twelve were measured by photographic process and compared. Good spellers were found to have fewer, more uniform, and shorter fixation pauses; fewer regressive movements; fewer repetitions; and shorter total learning times. It was concluded that poor spellers had failed to develop effective methods of word analysis.

19. Gilliland, Adam Raymond. (Judd) Experimental Studies of the Effects on Reading of Changes in Certain Sensory Factors, 1922. This study analyzed the effect of size of type and form of type on the number, duration, and position of eye fixations in reading.

20. Goins, Jean Turner. (Gray, Robinson) Visual Perceptual Abilities and Tachistoscopic Training Related to Reading Progress, 1953. This study ascertained the level of competence in visual perception of first graders and correlated this with their achievement in reading.

21. Good, Carter Victor. (Gray, Buswell) An Experimental study of the Merits of Extensive and Intensive Reading in the Social Studies, 1925. This study assessed the comparative success of extensive and intensive reading of undergraduates in social studies. "Extensive" and "intensive" refer to the quantity of material read or to the time spent in reading.

22. Gray, Clarence Truman. Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments, 1916. Elementary, high school, and college students were tested in oral reading, silent reading, vocalization in reading, eye movements in reading, and perception to ascertain types of reading ability. Training was described to ameliorate certain difficulties found in the reading of some subjects.

23. Gray, William Scott. Studies of Elementary-School Reading Through Standardized Tests, 1916. This study presented a summary of related previous investigations, a description of the tests used in the investigation, a discussion of the derivation and validity of the oral-reading test and of the silent-reading tests, a study of reading in a city system. and a report on special problems in reading.

24. Harris, Chester William. (Tyler, Holzinger, Anderson, Corey) Measurement of Comprehension of Literature and Its Relation to Enjoyment, 1946. Defining comprehension in terms of seven behaviors or reactions, the author constructed a test to discriminate between comprehension of prose and poetry. Factor analysis of test results disclosed a general factor of literary comprehension rather than distinct kinds.

25. Harris, Theodore Lester. (Gray, Brumbaugh, Buswell) A Laboratory Study of the Relation of Selected Factors to the Span of Recognition in Silent Reading, 1941. Investigating the relation of ten psychological factors and nine visual factors to the span of recognition by means of laboratory type and standardized tests, the researcher found the former to be more highly correlated with the basic factor.

26. Hu, I. (Judd, Brumbaugh, Flory, Gray) An Experimental Study of the Reading Habits of Adult Chinese, 1928. To determine the relative efficiency of oral and silent reading of Chinese and the effect on reading efficiency of punctuation marks, this study compared rate, comprehension, total reading time, and eye movements during reading for three kinds of Chinese reading materials. Findings showed that silent reading of fiction was most efficient and that punctuated passages were read more rapidly and with better understanding.

27. Huelsman, Charles Bernard. (Gray, Robinson, Tyler) The Development of Skill in the Visual Perception of Word Form among Elementary School Children, 1949. The purposes were to determine the pattern of development of skill in the visual perception of word form and to investigate the relationship of the pattern to such factors as chronological and mental age, sex, and visual efficiency. Data from records and from specially constructed tests were treated statistically.

28. Huus, Helen. (Gray, Corey, Edwards) Factors Associated with the Reading Achievement of Children from a Migratory Population, 1944. Investigation involved determining the relative achievement of migrant and non-migrant children with special reference to reading and analyzing the factors related to migration associated with such achievement.

29. Ives, Josephine Piekarz. (Robinson, Getzels, Rehage) Individual Differences in Interpretation, 1954. Using retrospective verbalization, the responses of 22 sixth-grade pupils to an expository selection were analyzed. Quantitative and qualitative differences in interpretation between good and poor readers were identified and described.

30. Jenkinson, Marion Dixon. (Robinson, Gray, Hartung, Jackson) Selected Processes and Difficulties of Reading Comprehension, 1957. The reading comprehension of high school students was examined using the "cloze" measurement. Verbalized responses of selected students as they completed the "cloze" test were analyzed to discover differences in methods by which students obtain meaning. Significant differences were found in methods used by students ranking high and low on the "cloze" test.

31. Johnson, Harry Walter III. (Gray, Corey, Richey) Certain Effects of Guiding Study-Type Reading by an Organized Pattern of Questions, 1951. This study compared the effectiveness of 1) an organized pattern of study questions, 2) an unorganized list of study questions, and 3) no study questions as aids to reading for comprehension and retention. Data were handled by analysis of variance; tests of significance were included. A list of questions, of any organization, was found to aid recall; the organized pattern of questions was found to be more effective in aiding delayed recall. Short lists of questions were found to be as effective as long lists.

32. Kennedy, Anna Helen. (Buswell, Gray, Tyler, Sherman) A Study of Children's Hearing as It Relates to Reading, 1941. The scores of children on standardized reading tests were correlated with measures of hearing acuity and auditory discrimination.

33. Khater, Mahmoud R. (Gray, Anderson, Thelen) The Influence of Social Class on the Language Patterns of Kindergarten Children, 1951. To determine the nature of the linguistic differences between children of different social classes, objective verbatim records were obtained of conversation and discussion by kindergarten children who represent the upper and lower social classes. The data were compared as to function and structure of language.

34. Kinkead, Evalyn Bayle. (Gray, Anderson, Buswell) The Nature and Causes of Regressive Movements in Reading, 1941. Through experimental procedures, regressive eye movements were found to fall into patterns called initial corrective, reference, word analysis, phrase analysis, and line analysis. Some causes of regressive eye movements were described: interruption of thought, inadequate perceptions, failure to recognize basic or correct meanings, and failure to combine or relate meanings.

35. Lamport, Harold Boyne. (Gray, Edwards) A History of the Teaching of Beginning Reading, 1935. This documentary survey of the history of teaching beginning reading attempted to show that much of the substance of then current educational thought and practice was rooted in centuries of historical development. The survey treated social and pedagogical objectives, methods, and materials that had influenced reading instruction prior to 1900. Special attention was paid to the total environment of the child and its effect upon his success in learning to read.

36. Leary, Bernice Elizabeth. (Gray) Elements of Reading Materials Contributing to Difficulties in Comprehension on the Part of Adults, 1933. A formula was developed for estimating the difficulty of elements of expression in reading materials for adults with mature interests but limited reading ability. Calculation of the difficulty level of a reading passage utilized 1) number of different hard words in the passage, 2) average number of words per sentence, 3) percent of different words, 4) number of first, second, and third person pronouns, and 5) number of prepositional phrases. Validity and reliability of the formula were considered.

37. Lee, Maurice Aldrich. (Gray, Havighurst, Tyler) Nature and Causes of the Difficulties of High School Pupils in Reading and Interpreting Four Kinds of Materials, 1951. The achievement of pupils in representative southern high schools on a specially designed reading interpretation test was considered in relation to mental ability, reading ability, interests, and socio-economic background.

Letton, Mildred. see Wittick

38. Lotfi, Mohamed Kadri. (Gray, Anderson, Tyler, Corey) Changes Needed in Egyptian School Readers to Increase Their Value as Media of Instruction, 1948. The extent to which Egyptian readers conformed to sound principles underlying the construction of American readers was investigated. Results were critically inspected against a backgound of pertinent linguistic, sociological, and pedagogical considerations.

39. McCallister, James Maurice. (Gray) An Analytical Study of the Reading Deficiencies of Junior High School Pupils, 1929. The nature of the reading deficiencies of pupils who were retarded at the time of entrance to junior high school and the kinds of reading difficulties that pupils encounter in studying various school subjects were investigated. The findings indicated the need for extended periods of instruction for retarded readers and for guidance by classroom teachers to enable pupils to perform effectively the reading activities required in the study of various subjects.

40. McClusky, Howard Yale. An Experimental Analysis of the Influence of Certain Conditions on the Reading of College Students, 1929. Reporting a series of experiments dealing with the reading performance of college students under a variety of conditions--including the reading of passages from different course content, the allowing of preliminary skimming, appealing to different degrees of subject background, and providing preliminary training in analytical approach--the investigator suggested that developing and testing reading abilities, as well as diagnosis and remedial work, should be conceived in terms of specific content-attitude situations instead of generalized situations.

41. Meckel, Henry Christian. (Gray, Havighurst, Tyler) An Exploratory Study of Responses of Adolescent Pupils to Situations in a Novel, 1946. The responses of adolescent pupils to situations in fiction were examined to determine the reasons for vividness of response, the aspects of the novel liked and disliked, and the relationships between personal-social adjustment and reading responses. Free response listings of situations most vividly remembered, statements of reading satisfaction or dissatisfaction, and ratings of situations and events by students were the chief data. Content analysis of free responses was used.

42. Mitchell, Addie S. (Robinson, Hartung, Ginther) The Effects of Rate Training on the Academic Performance of Good Readers at the College Level, 1965. The study investigated the effects of one semester of instruction in reading designed to improve rate of comprehension among good readers. The effects were measured by change in grade point average. The findings demonstrated that rate of reading could be considerably improved in good readers without adversely affecting their levels of comprehension.

43. Mour, Stanley. (Robinson, Ginther, Getzels) The Credibility of a Secondary School Textbook and Its Effect upon Attitudes of the Reader, 1969. The purposes were to investigate perception of textbook credibility and its effect upon attitude formation of the reader, and to gain insight concerning the bases upon which judgments were made of the credibility of a textbook by students in grades nine and eleven.

44. Muskopf, Allan. (Hess, Lighthall, Rehage) Utilizing Mothers to Reinforce the School's Reading Program for Disadvantaged Children, 1968. The study investigated the effect of two parent-involvement programs upon the reading achievement of first-grade children. It was found that children whose mothers were taught specific language games to play with them scored significantly higher on oral reading and word identification than did children whose mothers were motivated to become involved in helping them read but were given no specific methods.

45. Otomo, Shigeru. (Judd, Freeman, Buswell) An Experimental Study of the Eye Movements Made by Various Persons in Reading Japanese Texts of Different Forms, 1924. The study investigated the relative efficiency of reading habits applied to vertical versus horizontal and colloquial versus formal Japanese writing. Using photographic techniques, efficiency was measured in terms of average number and duration of fixations per line, average number of regressions per line, and average number of speech units read per fixation. Vertical writing of colloquial Japanese proved to be slightly more efficient.

Piekarz, Josephine. see Ives

46. Poling, Dorothy Louise. (Robinson, Wepman, Rehage) The Relationship of Auditory Discrimination to Reading Achievement, 1968. Purposes were to determine the amount of improvement in auditory discrimination manifested during the first and second grades and its relationship to reading achievement. Data from records and from the experimental form of the Wepman tests were used. Poor discriminators showed marked improvement obtaining adequacy during these years and manifested lesser achievement in reading at the end of the second grade.

47. Rasche, William Frank. (Judd, Gray) The Reading Interests of Workers, 1936. This dissertation reported a comprehensive long-term experimental reading program in a large vocational school. The effort to upgrade reading interests and activities provoked surveys, experiments, and special investigations concerning material read, reasons for reading, and factors influencing reading interests.

48. Rebert, Gordon Nevin. A Laboratory Study of the Reading of Formulas and Familiar Numerals, 1929. To learn whether the reader's proficiency in a content area affects his eye movements in reading formulas and numerals, subjects ranging from high school students to "experts" were tested on selections from textbooks containing dates, chemistry and physics formulas, and mathematical formulas. Some conclusions were 1) greater proficiency in a content area is associated with fewer and shorter fixations and fewer regressive eye movements when reading formulas and numerals, 2) formulas and numerals are read with relatively greater duration of fixation than verbal content, 3) experts read mathematical formulas with longer fixations than chemical formulas.

49. Reed, James Carey. (Robinson, Getzels, Hartung) An Analysis of the Interrelationship of Certain Components of the Primary Mental Abilities and Reading Achievement, 1958. The relationship between scores from Thurstone's test of Primary Mental Abilities and from the Chicago Reading Tests was analyzed at first, fourth, and seventh grades. The tests of mental abilities which had the highest relations to reading achievement varied with grade level. Tests measuring perceptual abilities had higher correlation coefficients with reading at first grade than at fourth or seventh. The opposite trend was true for tests of verbal abilities.

50. Robbins, Melvyn Paul. (Erickson, H.A. Robinson, Wepman) The Delacato Interpretation of Neurological Organization: An Empirical Study, 1965. The purpose of this study was to test the Delacato theory of neurological organization. Normative and experimental data from normal second graders were used to test six null hypotheses deduced from the theory. The results failed to confirm the validity and practicality of the theory.

51. Robinson, Helen Mansfield. (Gray, Holzinger, Sherman, Turner) An Investigation into the Causes of Severe Reading Retardation, 1944. This study was a detailed review of previous research on causes of reading disability and an intensive interdisciplinary study of the causes of the reading disability of 30 retarded readers.

52. Rogers, Bernice. (Rehage, Robinson, Getzels, Gray) Directed and Undirected Critical Reading Responses of High School Students, 1960. This was a study of high school sophomores and seniors in their critical reading of comparable materials used either as classroom type, guided reading or as non-school, non-directed reading. Under the conditions of the study the guided-reading tested by multiple choice questions yielded more evidence of critical reading ability than did student reports of reading defined as non-school, non-directed.

53. Saine, Matilda Lynette. (Robinson, Gray, Tyler) Relationship of Selected Factors to the Reading Interests of Negro College Freshmen, 1950. What students say they read and what they say they want to read were related to intelligence, adjustment, major interests, range of information, reading comprehension, and reading rate.

54. Scarf, Robert Cook. Special Disability in Reading and Arithmetic, 1932. A disparity between reading ability and arithmetic ability was found to be more prevalent among students from broken homes than among those from normal homes. Interviews and questionnaires were used to collect personal data on college freshmen and elementary school pupils.

55. Schale, Florence Claire. (Rehage, Hartung, Masia, Robinson) Changes in Oral Reading Errors at Elementary and Secondary Levels, 1964. Investigating the nature and extent of errors in oral reading as pupils progress throughout elementary and secondary levels, the study identified the kinds of errors occurring at different grade levels and studied changes from level to level as pupils read passages on their own levels of difficulty and on levels of difficulty below and above their own.

56. Schmidt, William Anton. (Freeman, Judd) An Experimental Study in the Psychology of Reading, 1916. The investigator used eye movement photographs to register movement on both vertical and horizontal planes. He found that the number and duration of pauses vary widely among individuals and influence rate of reading. Attempts were made to distinguish between head and eye movements.

57. Smith, Helen K. (Robinson, Hartung, McCaul) The Responses of Good and Poor Readers When Asked to Read for Different Purposes, 1965. The purpose of this study was to secure a better understanding of the nature of reading comprehension. A method involving the structured interview and retrospection was used to investigate the success of and the processes reported used by twelfth grade students when they were asked to read for different purposes: details and general impressions.

58. Stemmler, Anne O. (Robinson, Jackson, Bloom) Reading of Highly Creative Versus Highly Intelligent Secondary Students, 1966. A case study approach was used to examine in detail the reading behaviors of differently-gifted students. Characteristically different styles of response to literary passages were found in the two groups: the highly creative group tended to generate more speculations, more interpretations, and more imagery.

59. Swain, Emeliza. (Gray, Bloom, Tyler) Thought Processes Used in the Interpretation of Reading Materials, 1953. This study explored a way of describing conscious thought processes involved in interpreting reading materials, postulated variations in the process, devised measures descriptive of the process, and tested their value.

60. Thorn, Elizabeth Ann. (Robinson, Hodges, Weintraub) The Effect of Direct Instruction in Listening on the Listening and Reading Comprehension of First Grade Children, 1967. The study assessed the extent to which a program of direct instruction in selected listening comprehension skills affected achievement of first-grade children in listening and reading comprehension. The instruction produced highly significant improvement in listening and had a strong positive effect on reading comprehension.

61. Tingelstad, Oscar Adolf. The Religious Element in American School Readers up to 1830: A Bibliographical and Statistical Study, 1925. From an examination of 3,544 volumes in 59 libraries, the extent, nature, and social significance of the religious element in American school reading materials up to 1830 were studied.

62. Traxler, Arthur Edwin. (Gray, Judd, Holzinger) The Measurement and Improvement of Silent Reading at the Junior-High-School Level, 1932. This study devised and partially standardized tests of silent reading achievement and developed corrective techniques that could be used by classroom teachers. Special diagnostic techniques were also developed.

63. Uhl, Willis Lemon. Scientific Determination of the Content of the Elementary School Course in Reading, 1921. This study investigated the content of elementary school reading courses in order to eliminate unsuitable reading material and place the superior reading material accurately in the curriculum. Reactions were obtained from teachers and pupils to selections read in school.

64. Van de Roovaart, Elizabeth G. (Rehage, Robinson, Bloom) The Use of Science Oriented Reading Materials in Teaching Problem Solving Skills, 1966. The purpose was to find out if fourth and fifth grade pupils could learn to do problem solving in the reading program when using science oriented materials containing problems and sufficient data for solving the problems. Three of five schools developed problem solving skills to a significantly greater extent than did their control groups.

65. Wager, Ralph E. (Freeman) A Method for Measuring Fatigue of the Eyes, 1922. A test was developed to measure ocular fatigue as objectively as possible.

66. Walh , Grace Solveig. (Robinson, Rehage, Wepman) The lative Importance of Visual Perception and Auditor Discrimination in First Grade Reading Progress, 1967. This study explored the relationships of visual perception and auditory discrimination to reading achievement at first grade and evaluated the relationship of strength and weakness in these two perceptual abilities to preferred methods of learning to recognize words.

67. Wang, Fung Chiai. (Buswell, Judd, Freeman, Flory) An Experimental Study of Eye-Movements in the Silent Reading of Chinese, 1933. This study investigated the differences which appear when reading literary and vernacular Chinese and when reading fiction and essay materials.

68. Whipple, Gertrude. (Gray, Reavis, Bobbitt) Procedures Used in Selecting Schoolbooks, 1935. This study surveyed schoolbook evaluation and selection in city and state school systems by means of the correspondence-verification technique. Serious problems were identified concerning the selecting agency, the organization of the work, and the standards and methods of evaluation used. Practices and guidelines of recognized value in overcoming the deficiencies were defined.

69. White, Verna. (Corey, Gray, Tyler) The Construction of a Test for High School Students in the Reading and Interpretation of Literature, 1945. An examination to measure competence in reading and interpreting literature was constructed and validated.

70. Wickens, Alice R. (Robinson, Wepman, Lighthall) The Ability of Good and Poor Readers to Abstract, 1963. This study investigated the relationship between concept formation ability and the reading levels and IQ scores of fourth grade placement children. The concept formation test significantly discriminated between good and poor readers.

71. Winkley, Carol Keslinger. (Robinson, Rehage, McDavid) The Utilization of Accent Generalizations in Identifying Unknown Multisyllabic Words, 1965. This study assessed the extent to which pupils learn and apply certain generalizations concerning the placement of accent when attacking unfamiliar multisyllabic words. Pupils who had been taught accent principles were superior to pupils who had been taught the dictionary skill of reading words which had the accented syllable(s) marked in 1) ability to attack unfamiliar words of more than one syllable, 2) level of vocabulary development, and 3) comprehension.

72. Wittick, Mildred Letton. (Rehage, Hartung, Robinson) Individual Differences in Interpretive Responses in Reading Poetry at the Ninth Grade Level, 1958. This investigation, using retrospective verbalization, examined the interpretive responses in reading poetry made by higher and lower level readers in the ninth grade in order to secure a better understanding of the nature of the interpretive process. Secondary purposes were to investigate differences between the two groups of readers in 1) their familiarity with poems and poets, 2) their attitudes toward poetry, and 3) their experiential backgrounds in poetry.